

WEST VISAYAS STATE UNIVERSITY
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Iloilo City

RISING FROM THE RANKS OF THE BLESSED FEW: LEADERSHIP PRACTICES
OF TEACHERS-IN-CHARGE AS INPUTS FOR A
CONTEXTUALIZED TRAINING PROGRAM

A Dissertation Presented to the
Faculty of the Graduate School
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West Visayas State University
La Paz, Iloilo City

In Partial Fulfilment
of the Requirements for the Degree
Doctor of Philosophy in Education
(Educational Management)

by

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Abstract

Teachers-in-charge were designated due to lack of school head items and need to be assessed whether they exercise their leadership practices according to the standards of a quality school head. This study determined the instructional and administrative leadership practices of TICs relative to the five domains of the Philippine Professional Standards of School Head (PPSSH) and led to the development of a contextualized training program. This qualitative research design employed descriptive phenomenological inquiry. Through purposeful sampling, five (5) TICs were chosen in Antique to serve as informants. The leadership practices were gathered using a semi structured interview protocol and photo elucidation. Collaizi's Phenomenological Data Analysis was used to interpret the data. Domain 1 with the theme Leading Strategically: Being the North Star had two categories of practices: (1) crafting of the School Improvement Plan and (2) utilizing reliable sources of information to improve school performance. Domain 2 with the theme Managing School Operations and Resources: The steward of school endeavors and fortunes had seven (7) categories of leadership practices: (1) transparency to foster cooperation, (2) utilization of MOOE, (3) proper human resource management, (4) applying the moral code; (5) managing school data and information; (6) solving issues and concerns; and (7) needs development practices.

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Domain 3 with the theme Focusing on Teaching and Learning: The endeavor to keep the heart of education beating had four (4) categories of practices: (1) providing technical assistance to improve teaching practice, (2) validating stakeholders' feedback to improve teaching and learning, (3) providing conducive learning atmosphere, and (4) needs development practices. Domain 4 with the theme Developing Self and Others: Towards continuous improvement of self and people had four (4) categories of leadership practices: (1) enrolling to graduate school and attending to professional development activities; (2) promoting teachers' professional growth, (3) maintaining positive mindset, and (4) barriers to teachers-in-charge professional growth. Domain 5 with the theme Building Connection: Networking for stakeholder's support had three (3) categories of practices: (1) maintaining a harmonious school and community atmosphere; (2) establishing relationship with stakeholders, and (3) solving issues and concerns. The contextualized training program was developed to address the needs development practices of teachers-in-charge and enhance their practices to solve issues and concerns. Through this three-day, face-to-face training program, the teachers-in-charge will be able to embrace their roles as school leaders and develop their capacity to deliver the basic education services according to the standards of a quality school head. In summary, teachers-in-charge practiced shared governance, accountability, and responsibility in leading the school. Delegation of responsibility to teachers gave them time to work with their administrative responsibilities as well as the opportunity to coach and mentor them. There is no one-size-fits-all approach to address the development needs of teachers-in-charge and that not all issues and concerns can be

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addressed through trainings. It is recommended that aside from the moral support given to TICs, policy makers in the department should develop strategies and streamline processes such as giving of additional assignments to TICs, conduct of trainings and other activities during weekends should not be at the expense of their well-being. This study may serve as a springboard for technical assistance to teachers-in-charge.

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